

**STUDENTS PERCEPTION TOWARD DESCRIPTIVE REVIEW ACTIVITY ON  
EXTENSIVE READING CLASS OF ENGLISH DEPARTMENT OF WIDYA GAMA  
MAHAKAM UNIVERSITY**

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**ABSTRACT**

Reading is one of four skills that must be mastered for English as Foreign Language (EFL) learners. Extensive reading is one of class that students need to take to get bachelor degree in English Department of University of Widya Gama Mahakam Samarinda. Extensive reading goal is to create a fun reading for students, to boost their interest in reading especially English reading. In this academic year, the students of 2021 took their extensive reading class in pandemic era therefore they need to take this class through online process. This research aims to find out what is students' feeling after/ whilst reading their favorite English books, novels and short stories in Extensive Reading class. The result reveals that most of students have positive perception towards this activity. Some difficulty faced by a few students in this activity are the difficulty to read the novel even though this activity bring some positive effect to their study including learning about new vocabularies and motivating them to be independent in learning. They also hope that this descriptive review activity supports them in English reading and they also expect that they would have some other activities to engage fun environment on their class.

**Keywords:** *Reading, Extensive Reading, Reading Technique*

**BACKGROUND**

Out of 61 countries, Indonesia is the 60th country who is the students has interest in reading, meanwhile according to UNESCO, only 0,001% people in Indonesia has reading interest—which means online 1 out of 1000 people love to read. This number makes Indonesia considered as a country with low literacy, especially in English literature since English is not Indonesian's national language. As English academics, researchers try to enhance the students interest in reading, because reading in general is one of the source of knowledge. Furthermore as EFL students, they need to have a good interest in reading English source.

Based on Day and Bamford (2004), extensive reading is a technique in teaching reading that the students are situated in reading a lot of reading sources in their level of mastering new language—they will read the general and overall meaning as well as to get information with enjoyment. Extensive reading aims to support students' interest in reading as they are asked to read the materials that they enjoy. In order to do the

extensive reading activity, students will do some technique that they find it suitable for their own enjoyment. This reading technique that is frequently used by students should be known by EFL teachers, therefore they could support and facilitate student's way of reading. According to the background of study above, the researchers want to know and reveal what what is students' feeling toward Extensive Reading class of English department of Widya Gama Mahakam University.

**RELATED STUDY**

**2.1 Definition of Reading**

Reading is one powerful equipment to get a wide range of specific information, including science and technology, therefore reading is one of basic requirements for an advanced society (Sangia, 2014). reading happens in the context of social practices that involve writing, speaking, and listening, in addition to reading and activities that are socially, culturally, and historically

rooted ( Gee, 1999; Street, 2005, Cole, 1996; Vygotsky, 1978 in Frankel et. Al, 2016). It can be concluded that reading is a very important activity done by human to obtain information by doing sending message by writer to reader.

## 2.2 Extensive Reading

Extensive Reading is one of subjects that is taken by English Department of University of Widya Gama Mahakam Samarinda. There are several different names for Extensive Reading, including pleasure reading, self-selected reading, free voluntary reading, and wide reading (Ng, Renandya & Chong, 2019).

According to Hunt (2014), extensive reading possibly can increase students' intrinsic and extrinsic motivations in reading since they will choose their own book to read for fun.

Day & Bamford (2002) proposed 10 principles of Extensive Reading and encouraged teachers to use them. The 10 principles are:

1. The reading material is easy
2. A variety of reading material on a wide range of topics is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. Reading is for pleasure, and to gain information and general understanding.
6. Reading is the reward itself.
7. Learners generally read quickly and not slowly.
8. Reading is silent and individual.
9. Teachers orientate and provide guidance to students.
10. The teacher models being a reader.

## 2.3 Descriptive Review

According to Baig (2018) Descriptive review is an objective information of the book presented by reviewer, by stating the purpose of the book, the reviewer is expected to give a short and clear explanation and description of the book. Baig also

mention that to review a book, a reviewer can give information to the reader or listener about:

1. Subject of the book
2. Quality of the contents
3. Single author or multi-author book
4. Chapters or sections
5. Preface
6. Foreword and who has written it
7. References
8. Index
9. The International Standard Book Number (ISBN)
10. Quality of paper and printing
11. Quality of photographs, illustrations if any
12. Highlighted important points in various chapters in Box
13. Price
14. Overall printing and binding

Descriptive review is one of activities that can be done on extensive reading class. In this research, the class was not only run by making descriptive review on written task, they also were ordered to make some oral review, in Zoom meeting virtual class or in some short videos they uploaded on their class' YouTube channel.

## METHODOLOGY

This research used qualitative as a method. This research suits to be build in qualitative method, as Walliman (2011) says, qualitative data has some characteristics including; observation notes, interview transcripts, literary texts, minutes of meetings, historical records, memos and recollections, documentary film. This research will take data by interviewing some students from Extensive Reading class of English Department of University of Widya Gama Mahakam Samarinda in academic year 2021 2022, therefore qualitative is chosen as the research methodology.

The researchers interviewed the subjects—ask them about their perception and feeling toward creating descriptive review whilst reading their extensive reading source. The data from interview was analyzed by Miles, Huberman, & Saldana (2014) qualitative methodology

analysis—researchers did data reduction, data display, data conclusion dan data verification. To reduce data, researchers classified which kind of answer from interview that is relevant to the research. The researcher used interview guideline adapted from Najmaddin (2010), Rwamasirabo (2019), Wardani (2018), (2018) and Pais (2020). By putting the classified data to table, the researchers try to display data. Data conclusion was drawn as the researchers finished analyzing data. The last step is verify the data by a triangulations technique proposed by expert.

To verify the data, researchers used one of triangulation theory proposed by Denzin (2012). There are four techniques in triangulations—source triangulation, investigator, methodological investigator and theoretical investigator. Reseachers choose theoretical investigator to verify the data. After collecting the interview data, the researchers generated information from reading technique from the subject based on theory mentioned.

## FINDINGS AND DISCUSSION

An in-depth interveiwed was conducted by reasearchers to reveal students's perception toward descriptive review activity on extensive reading class of English department of Widya Gama Mahakam University. This interview used an interview guideline adepted from adapted from Najmaddin (2010), Rwamasirabo (2019), Wardani (2018), (2018) and Pais (2020). 15 students participated in this interview, and the result of interviews are elaborated as follows:

### 1. Students' Opinion and Ability in Reading

This point is revealed through the Q1 and Q2, most of student admit that they like English reading and also extensive reading class.

S4: "Quite interested in reading if the text can be understood, the skill most mastered for me is reading"

S5: "I like reading English. I'm probably the best at reading"

S1: "I like this course, because for someone who is not very strong in reading, this Extensive Reading course adds insight as well as my interest in reading and understanding the stories and books I read, as well as getting vocabulary that I have never encountered or don't normally use in everyday life."

S2: "I like it, because of extensive reading, we learn a lot of new

vocabulary, and learn how to review a book or novel."

There are also few students who said that reading is actually not their most-mastered skill from the for the four English skills. Out of 15 students, only five of them said that thir strongest skill in English are not reading.

S10: "Not really."

S12: "Listening."

S13: "Writing."

### 2. Students Experience doing Descriptive Review in Extensive Reading Class

The result of Question number three to six (Q3, Q4, Q5, Q6) are analyzed to obtain this point. Most of students had their positive experience and feeling towards Descriptive Review in Extensive Reading Class. They mentioned that this kind of project allowed them to experience teaching while having new vocabularies, grammatical knowledge, more motivation to read and also new perspective about something.

S6: "My experience is that I gain a lot of knowledge about English such as vocabulary, correct sentence structure, and grammar."

S7: "It's quite fun because being able to review the novels that I like and summarize them in a shorter way is a challenge in itself."

S9: "I feel that this makes me like reading books that I was not interested in reading before."

S10: "I feel it helps me in finding a lot of new vocabulary."

S11: "An interesting experience because it can expand the POV."

Few of them also talk about some challenge they found on doing Descriptive Review in Extensive Reading Class, but at the same time they agree with previous students about the benefit of this activity.

S2: "I initially found it difficult because in the book there were many words that I didn't know, translating them one by one was a bit tiring. but if you take the lesson, reviewing the book can actually add insight and new vocabulary"

S3: "It was a new experience for me because it was my first time reading a novel in a foreign language, because actually I don't like reading novels. Then with yesterday's review assignment, I was able to add some of my English vocabulary."

S4: "I like reading novels but don't often read novels in English but that doesn't become a barrier between me understanding the storyline

well, it's really fun to know and learn something new.”

Most of students strongly agree that this kind of activity support them to do self-learning.

S3: “Yes, we were told to review a different book by our classmates. makes us unable to exchange opinions about the books I have read. it made me learn independently to complete the task.”

S4: “Yes Because my friends and I read differently, so you have to read it yourself, no need for discussion. If someone is confused I have to find the meaning myself.”

Only one students is “neutral” about this activity makes them more accustomed with self-learning, and one students think they find it hard to have self-learning.

S1: Neutral. Because, with this method, students can get new knowledge and can make students have the desire to learn independently about the knowledge that they get. However, if a student really doesn't like the method, it will make it difficult for him to study independently because he feels uncomfortable and makes him lazy to study independently.

S12: “I have a little difficulty if I have to learn independently.”

### 3. Students Motivation

Question number seven was utilized to answer this matter. 12 Students agree that this activity can boost their motivation and also their needs in learning, meanwhile three others think the opposite

S3: “It can motivate and also provide a new lesson which maybe one day it can be useful for me.”

S5: “Yes, this method is able to motivate me in the learning process.”

S6: “I don't think so, because basically I don't like reading.”

S11: “Not really”

### 4. Students' Expectation

Students have various expectation and wish on this activity and also subjects. One of them—they want this method can help their reading ability to be better, they want to be more independent in study, they want this activity bring a good reading habit and also help them to get more vocabularies.

S1: “What I hope is that with this method, it can help me to read more often and study independently more often.”

S2: “I'm a person who doesn't really like reading, and I hope this course can help me get used to reading.”

S4: “This method can help me to understand the reading and help me find new vocabulary.”

S9: “I think this is good, it just depends on the reader who has to be diligent in doing it.”

Beside of the expectation of the activity above, some students also want more other activities to do in extensive class:

S8: “I hope we can get together and read a story together and tell each other.”

S9: “Makes learning even more fun so that it is fun when the learning process is relaxed.”

S11: “Maybe make some more fun and enjoyable English games.”

Students give their wish about other activities beside descriptive review in Extensive Reading class. They hope that they can gather with their friend, read together and share what they read to the rest of class. They also want more games and also more relaxed class.

## CONCLUSION

All of students in 2021 class of English department of Widya Gama Mahakam Samarinda were asked about their descriptive review activity in Extensive Reading. Most of students have positive perception towards this activity. Few students still find it difficult to read even though this activity bring some positive effect to their study including learning about new vocabularies and motivating them to be independent in learning. They also hope that this activity support them to do more English reading and they expect this kind of activities have some other activities to engage fun environment on class.

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